

Hartside Primary School

Hartside, Crook, County Durham, DL15 9NN

Inspection dates

24–25 April 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Achievement is not yet consistently good over time. As a result, an insufficient number of pupils exceed what is expected of them in reading, writing and mathematics.
- Attainment gaps in reading, writing and mathematics between pupils eligible for added funding and their classmates are not yet eradicated.
- In a very few lessons, activities are not always challenging enough and opportunities are missed to enable pupils to work problems out.
- Opportunities are not always provided for pupils to respond to teachers' marking advice and guidance.
- Opportunities are sometimes missed to ensure pupils know exactly what they need to do to improve.

The school has the following strengths

- The headteacher's clear vision and high ambition for the school has led to a dramatic turnaround in school performance.
- A talented deputy headteacher and effective subject leaders add significantly to the good capacity to sustain the emerging pattern of good progress and higher achievement.
- Good, and at times inspiring, teaching is really well led and managed, with weaknesses in performance tackled decisively.
- Pupils' behaviour is good. They enjoy school, which is reflected in their much improved attendance. They feel safe, are caring and sensible and have a good grasp of what constitutes bullying.
- An interesting curriculum is provided for pupils, with good provision for the social and emotional development for pupils of all backgrounds and starting points.
- Governors are extremely committed to the school. They demonstrate a determination to constantly improve the quality of pupils' learning experience and making sure that their achievement is as high as possible regardless of their starting point.
- The headteacher, ably supported by all staff, makes sure that the school has the full confidence and trust of parents and the wider community.

Information about this inspection

- The inspectors observed 15 lessons, including five joint observations and work scrutiny carried out with the headteacher and deputy headteacher. In addition, the inspectors made a number of short visits to lessons and undertook learning walks around the school in order to check the quality of what is provided for pupils.
- The inspectors spoke with pupils and had discussions with the headteacher, subject leaders, staff, parents, governors, including four parent governors, and the local authority education development adviser.
- The inspectors examined a range of documents including those related to safeguarding, self-review, the monitoring of staff performance, the school's improvement plan and records relating to pupils' progress and behaviour.
- The inspectors took account of 38 responses to the online questionnaire (Parent View) and 12 staff questionnaire responses.

Inspection team

Clive Petts, Lead inspector

Additional Inspector

John Pattinson

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- Almost all children are of White British backgrounds.
- The proportion of pupils supported through school action is below the national average. The proportion at school action plus or with a statement of special educational needs is close to twice the average.
- Currently, a higher than average proportion of pupils is known to be eligible for pupil premium funding. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children who are looked after by the local authority and children from service families.
- The school meets the government's current floor standards, which is the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school provides a breakfast and after-school club each day.
- The headteacher was appointed in January 2013 and the deputy headteacher in April 2013.

What does the school need to do to improve further?

- Ensure the emerging pattern of faster progress and higher achievement is sustained, especially in pupils' writing, by:
 - sharing the imaginative and inspiring practice that already exists in the school more widely
 - quickly re-shaping tasks when the pupils find the work too easy or too hard to make certain they are always fully challenged
 - making sure that pupils get enough chances to think their own way through problems, justify their ideas and record their solutions
 - ensuring that teachers' written comments in books inform pupils of exactly what they need to do to improve
 - providing opportunities for pupils to respond to teachers' marking.

Inspection judgements

The achievement of pupils

requires improvement

- Despite the recent rapid improvement in the rates of pupils' progress and their achievement in all subjects, especially in their writing, their achievement requires improvement because their current good achievement has yet to be sustained consistently over time.
- In the past, too few pupils of all abilities made more than the progress expected of them. School leaders are now aiming much higher and providing the challenge needed to ensure more pupils make better than expected progress.
- Children start the Reception class with skills that are below and sometimes well below those expected for their age. They have particular weaknesses in speech, language and creative skills. Children settle quickly into routines in the happy classroom atmosphere to make good progress. This is a result of the good teaching and well managed and directed support. By the end of Reception, children are catching up and are working towards the skills typical for their age.
- Currently, pupils in Year 1 to Year 6 are making good progress as the crucial improvements in the quality of their learning begin to take effect. Despite some inconsistencies from time to time, achievement is rising steadily. While standards in reading, writing and mathematics at the end of Year 2 are lower than those expected nationally, the rate of progress that pupils make is accelerating, especially in Year 2.
- In 2013 tests at the end of Year 6, pupils attained average standards in reading and mathematics but dipped to well below average in writing. Concerted action has been taken to reverse this decline in the standard of pupils' writing. Current school information reveals a pattern of good and sometimes rapid progress emerging, including in pupils' writing. Almost all pupils are on course to reach at least average standards in reading, writing and mathematics.
- Increasingly, the most able pupils are benefitting from interesting and thought-provoking methods, especially in their writing. Consequently, a higher proportion of pupils are on track to achieve higher levels and exceed what is expected of them. Disabled pupils and those with special educational needs make similar progress to their classmates. This is the result of carefully planned and targeted intervention and support which meets their needs well.
- The school now uses pupil premium funding successfully. Skilful targeting of resources is rapidly eradicating the really wide attainment gaps evident in the 2013 tests, between those eligible for the funding and their classmates. Currently, attainment gaps between pupils in Year 6 are predicted to be a little less than one term in reading, writing and mathematics.
- The rate of progress in reading is quickening because teaching ensures that reading is a priority in all subjects. Older pupils speak enthusiastically about the books and authors that they enjoy reading, both in school and at home. Pupils display much pride when speaking about the reading books that they suggested should be ordered, as part of the school's drive to increase their reading enjoyment. Reading skills in Year 2 are broadly average and above average in Year 6.

The quality of teaching

is good

- The current pattern of good teaching demonstrates the effective strategies that are in place to improve the quality of pupils' learning experiences. The unwavering focus on improving pupils' progress, combined with relevant staff training, are ensuring high expectations are set for pupils of all abilities and backgrounds. Pupils are constantly encouraged to achieve their full potential.
- Hard work, excellent staff role models, first-rate relationships with pupils and activities which take full account of each pupil's development needs are all helping to bring about pupils' faster progress and higher achievement. Nevertheless, sometimes opportunities are missed to add extra spark to pupils' learning and to enthuse pupils even more to further stretch and deepen their knowledge and understanding.
- When pupils' progress is quickest and achievement exceeds the expected levels, it is because:
 - each pupils' level of development is well understood and pupils are fully aware of what they

- are learning, including the most able
- pupils have enough opportunities to work things out for themselves and explain their ideas and solutions
- skilful questioning constantly checks pupils' knowledge and understanding and resolves any misconceptions that they may have
- pupils' work is consistently marked and they are clear about what they have done well and which aspects require improvement.
- When pupils' progress and achievement are slower:
 - pupils' work is either too easy or too hard, limiting the progress that they make, and they do not get advice quickly enough to put matters right
 - questioning does not always probe pupils' knowledge and understanding enough and make pupils think for themselves
 - insufficient opportunity is provided for pupils to correct mistakes and add to the quality of their work
 - written feedback provided in pupils' books does not always make it clear what step need to be taken to improve.
- When progress is rapid and achievement high, pupils display confidence working out solutions for themselves or with a classmate. Imaginative use of new technology and clear guidance adds to the accuracy of pupils' work and sustains their interest and commitment levels really well. For example, a group of Year 2 pupils of all abilities were observed totally absorbed writing humorous poems about busy bees.
- Pupils' work is regularly and accurately marked in helpful ways. Accurate assessment of pupils' work is now an established feature in all subjects. Much good practice is well established in lessons, but opportunities are missed now and then to improve pupils' work by providing clear steps to stretch and challenge pupils' thinking even more.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Sometimes behaviour amongst older pupils is exemplary. Whether in the breakfast club, classrooms, dining hall or in the playground pupils are thoughtful, caring and sensible. They are keen to succeed and are increasingly confident and self-assured, taking responsibility and contributing to their own learning. Classrooms are busy, stimulating and happy places in which to work.
- Pupils, parents and staff comment that behaviour has improved considerably since the previous inspection. Disruption of any sort is uncommon in lessons. In discussions pupils confirm that mean and bad-mannered incidents are unusual. Pupils appreciate how helpful school staff are in resolving any of their worries and concerns. The school's consequences and rewards system are proving to be highly effective. Detailed recording of incidents by the school demonstrates that inappropriate behaviour is rare.
- The school's work to keep pupils safe and secure is good. Pupils are well aware of how to avoid risk and danger. They are well informed about bullying in its different forms. For example, the playground Bully Busters are clear about their role, what to look out for and how they can play a positive part preventing any form of bullying from happening.
- Attendance has improved significantly in the last four terms and is now above average. Persistent absence has also been much reduced. The breakfast club encourages prompt arrival to school. After-school clubs widen interests and add to the level of pupils' enjoyment. This is the consequence of resolute and imaginative leadership and excellent parent cooperation. Together, these improvements reveal the pupils' growing pride in their school.

The leadership and management are good

- The headteacher supported by a tightly knit staff team have rejuvenated the school in a short

space of time. All share the same high ambitions for the pupils. Determined approaches are ensuring that each pupil can achieve their full potential regardless of their starting points. Any form of discrimination is not tolerated.

- Leadership, including that of the governing body, have ensured that day-to-day school management has been transformed. All share the strong, clear-cut vision of just how successful the school can be. Rigorous systems are in place to check the school's performance and inform improvement priorities effectively. As a result, self-evaluation is accurate. Subject leaders are increasingly effective as their confidence grows and their expertise extended.
- High-quality leadership of teaching and learning has ensured that the weakest teaching has been eradicated. Staff performance is closely linked to pupils' rate of progress and their achievement. Staff training is thoughtfully planned and takes full account of school improvement priorities. Consequently, teaching is constantly improving, although the most imaginative methods are not always shared widely enough.
- Thorough checking of each pupil's progress and development informs activity planning well. Staff use the information skilfully to shape tasks to match pupils' needs and interests, including that of the most able. Yet, now and again, opportunities are missed to extend pupils' problem-solving skills even more.
- The good and continuously improving curriculum provides a wide variety of interesting experiences. Themes are used increasingly to capture the pupils' interests and create more opportunities to practise their skills, such as when writing about the characteristics of a monsoon in a creative topic lesson. The UNICEF 'Rights Respecting' initiative supports the pupils' spiritual, moral, social and cultural development extremely well.
- The school makes good use of the primary school sports funding. A broad range of sporting activity is provided, both during and after school. Staff also benefit from training managed by appropriately qualified and skilled coaches. Clubs are well attended and pupils thoroughly enjoy being able to develop and extend their sporting skills, including sports such as tag rugby, gymnastics, dance and netball.
- Parent confidence in the school's performance is high. One parent's remark, 'The school provides the opportunity for pupils to shine.' sums up the views of parents.
- The local authority provides very effective guidance and support for school leaders as they rapidly add to and build upon the school's many developing strengths.
- Safeguarding arrangements meet requirements, with much first-class practice supporting the high quality of care and support provided for children.
- **The governance of the school:**
 - The governing body bring much commitment and experience to their role. Their expertise is widening with effective training. They demonstrate a good grasp of school performance, because they regularly check the quality of pupils' learning. Its members have worked hard to eliminate past shortcomings in the quality of their checks on the school's performance. Consequently, they are now both challenging and supportive. They are well informed about the current quality of teaching. Under the dedicated leadership of the Chair of the Governing Body, they have a clear strategic vision for the future. This is illustrated in their plan to develop nursery provision in September 2014. They manage resources carefully, check the impact of pupil premium funding and ensure that all staff are held to account by robust checking of performance management.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114057
Local authority	Durham
Inspection number	443900

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Ann Turnbull
Headteacher	Shawn Laws
Date of previous school inspection	5 July 2011
Telephone number	01388 766686
Fax number	01388 768450
Email address	P2310.admin@durhamlearning.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

